

Shared Visions: Family Support Program

- Families with income below 130% of federal poverty level and at-risk factors children and families 0-3
- Twelve grantees in 8 counties
- Due to funding constraints, no additional grantees have been added since 1996

Results:

- Families develop increased levels of:
 - family self-sufficiency (significantly increased)
 - healthy development (at least 96% of children immunized)
 - family violence level reduced from 25% to 20% (04-05)
 - increased levels of education for family members
 - all children screened for developmental delays and referrals made as necessary
- Due to funding constraints, programs do not actively recruit but yet still have a waiting list of 131 children
- Program delivers a family-centered comprehensive early childhood services focused on increased knowledge in the following areas:
 - Parenting skills
 - Child growth and development
 - Building of self-concept
 - Nutrition
 - Positive guidance techniques
 - Family resource management
 - Parent literacy
 - How to access appropriate support services

Shared Visions: Preschool Programs

- Provides early learning opportunities for young children ages 3 to 5 in a preschool setting.
- Funding has remained level for 8 years causing a 7% decrease in the number of children served and reductions in staff.
- State funding supports one-half of actual expenses needed for program operation.
- All programs demonstrate high quality through accreditation from the National Association for Young Children (NAEYC).
- Approximately 69% of Shared Vision teachers have a four-year degree with the majority of which are in early childhood education. These teachers all hold a teacher license or endorsement from the Department of Education.
- 109 grantees with programs -- some with more than one site or classroom (51 counties)
- Grantees are located in public schools, Head Start, and non-profit agencies

(results on next page)

Shared Visions Preschool Cont'd

Results:

- **Kindergarten Readiness:** Shared Vision graduates met or exceeded kindergarten teachers' performance expectations in reading, writing, and problem-solving.
- **Long-term Effects:** Second grade teachers rated Shared Vision graduates higher on internal assets, including positive values, social competencies, and positive identify, than children who did not participate in Shared Visions programs.
- **Academic Performance:** Over 80% of the Shared Vision graduates were rated at or above in reading and writing, at the end of kindergarten.
- **Special Education Referrals:** Fewer than 8% of Shared Vision graduates were receiving special education services by the end of kindergarten.

Head Start Collaboration

- The Iowa Head Start State Collaboration Office encourages and supports collaborations between Head Start agencies and child care, community empowerment, public schools, early childhood special education, public health, community action agencies, and FaDSS programs.
- The Iowa Head Start State Collaboration Office ensures Head Start has a voice on state council, boards and committees.
- The Iowa Head Start State Collaboration Office supports the development of a comprehensive integrated early childhood system that supports all children to be healthy and successful.

Head Start and Early Head Start

- Head Start (3-5 year olds) and Early Head Start (birth to 3 year olds) offer comprehensive services for children.

Forty years ago, Head Start understood that children come not as a brain that needs stimulation or an immune system that needs vaccinations or a bundle of feelings that needs a smile. Head Start ensures all its enrolled children receive comprehensive services: health, child development, mental, oral health, family support and child care. Children are whole beings and their needs should be addressed comprehensively. Head Start is designed to do that.

- Head Start and Early Head Start puts a priority on parent involvement.

Families are the most important early childhood institution in Iowa. That's why Head Start and Early Head Start place them at the center of its program. Family members are not only empowered to volunteer and be involved in Head Start, they make up at least 51 percent of every programs key leadership body, the Policy Council. Families grow and develop along with their children through a family goal setting process.

- Head Start and Early Head Start represents high quality.

No promise of early childhood education is fulfilled unless programs are of high quality. Head Start agencies must comply with a set of stringent program performance standards. Many Head Start programs are also accredited by the National Association for the Education of Young Children (NAEYC). *In fact, Head Start classrooms account for more than one-third of all NAEYC accredited classrooms in Iowa.* Because of these high standards, Head Start children make significant gains in all the areas of the Iowa Early Learning Standards.

- Head Start Programs are valuable partners in helping Iowa reach its vision for early childhood.

Because Head Start offer comprehensive services, ensures parents are involved and deliver high quality programs, it represent a model of how early childhood programs for at-risk children should be designed if the promise of education is to be available to all

- Early Head Start has embarked on a new pilot initiative this year that combine Early Head Start services but delivered through a family child care environment. The idea is to both improve family child care and deliver comprehensive services to children and families. The pilot is being funded through DHS but does not have funding for next year.
- In addition to the 9,462 children, at least 24 more are serviced by Head Start but funded by a partner i.e. Community Empowerment, Shared Visions. Grantees are not required to submit this information in their federal report so the number may be greater.

Community Empowerment **School Ready Funds**

Community Empowerment Areas collaborate with community partners to provide for early care, health, and education services for children prenatal to 5 and their families.

Preschool Tuition:

- Designed to provide preschool access to children from low-income families who might not otherwise have the opportunity to attend.
- Some Empowerment Areas require preschools to participate in quality standards; all preschool programs are encouraged to do so.
- Thirty-eight percent of lead teachers have a four-year degree in early childhood or child development; 28% have a four-year degree in a related field. Collaborations occur between Empowerment and a variety of preschools including: Head Start, Shared Visions, community, school districts, private.

Results:

Percent of kindergarteners with pre-literacy skills as measured by the Dynamic Indicators of Early Literacy Skills (DIBELS) or other approved measurement

- 03-04 68% of kindergarteners were proficient in recognizing beginning sounds on DIBELS
- 04-05 53% of kindergartners were proficient in recognizing beginning sounds on DIBELS

Percent of 3- and 4-year old children participating in a preschool program that is NAEYC accredited, meeting Head Start performance standards, or implementing the Iowa Quality Preschool Performance Standards (QPPS)

- 03-04 18.55% of children received preschool in a quality setting.
- 04-05 27.17% of children received preschool in a quality setting.

Family Support:

- Provides families with a variety of services based on individual and community needs.
- A home visitation component is mandatory for a portion of funds set aside exclusively for families with children prenatal to 3.
- Models funded through Empowerment include Healthy Opportunities for Parents to Experience Success (HOPES), Parents as Teachers (PAT), and others.
- **Results** submitted by CEAs (no statewide data tabulated)
 - Percent of parents with increased parent confidence and competence in their parenting abilities
 - Percent of families with an increase of healthy informal support systems
 - Percent of families able to enhance the health, growth, and development of their children.

Professional Development through the Department of Education:

- Develop a blueprint for a coordinated and sustainable Early Care, Health and Education Professional Development System in Iowa for ALL service providers.
- Increase public awareness of important elements of appropriate preschool and childcare – Child Care Lasts a Lifetime Campaign.
- Increase the number of people trained as facilitators of the Quality Preschool Program Standards (QPPS) so more preschools and child care providers can implement standards.
- Increase the quality and number of people trained as Early ACCESS Service Coordinators.
- Increase the Every Child Reads literacy initiative to child care and preschool providers.

Early Childhood Special Education (ECSE)

- Federally mandated through Individuals with Disabilities Improvement Education Act (IDEA) and Iowa Administrative Rules of Special Education.
- The State Performance Plan (SPP) for Part B is required to be submitted to OSEP in an Annual Progress Report (APR) which addresses specific indicators including baseline and target data and date that the rigorous and measurable targets will be met. OSEP uses indicator information to make compliance determination and to compare all states to each other.
- ECSE provides specifically designed interventions to support children with special health, behavioral, or developmental needs.
- ECSE instructional and AEA support services are provided in a variety of settings. A focus on ECSE is to provide special education services in the least restrictive environment (LRE) with typical peers.
- Forty-two percent (42%) of children receive services in LRE settings such as Head Start, Shared Vision programs, community-based early childhood programs, and preschool programs run by local school districts. Others receive services in an ECSE classroom. **TARGET:** By the 2010-2011 school year 75% of preschool children with IEPs will be in LRE settings.
- ECSE settings are encouraged to adopt Iowa Quality Preschool Program Standards
- There are 434.55 full-time employee positions, all of which are fully certified through the Department of Education, servicing the children in ECSE.

Early ACCESS

- Mandated through Individuals with Disabilities Education Act (IDEA) and Iowa Administrative Rules of Special Education.
- The State Performance Plan (SPP) for Part C is required to be submitted to OSEP in an Annual Progress Report (APR) which addresses specific indicators including baseline and target data and date that the rigorous and measurable targets will be met. OSEP uses indicator information to make compliance determination and to compare all states to each other.
- Early ACCESS is a coordinated partnership between families with young children ages 0 - 3 and providers from the Departments of Education, Public Health, and Human Services, and the Child Health Specialty Clinics as well as other early childhood, special needs and family organizations.
- Service Coordinators assist the family in accessing all needed public and private services and resources across agency lines.
- Services are provided at no cost to the families as defined in the Administrative Rules for Early ACCESS.
- The Early ACCESS system also serves as the method for implementing the state birth mandate for special education to eligible children birth to 3.
- There are 413 part- to full-time Service Coordinators are employed across the state (caseloads vary significantly).

Even Start Family Literacy Program

- Even Start is a unique program.
It is an evidence-based family literacy model that exploits the synergy of parents and children learning together. It is literacy development using a “Suzuki method.” It is a model that deserves more attention and expansion, especially in its ability to combine preschool with parent support services.
- Though few in number, Iowa’s Even Start grantees are significant from the perspective of their local communities.
- All preschool services are of demonstrated high quality, and the program links together community colleges (with GED, ABE (adult basic ed), preschool education and parent support services. In some cases, Even Start is the preschool for the district or community.
- Federal funding for this program was cut in half for the current year.
Dwindling resources from the federal government has meant that instead of 13 Even Start programs that were around five year ago, today we have six.
- Targeted for elimination.

Early Childhood Network

- AEA early childhood program specialists to provide technical assistance for LEA and community programs.
- Original funding paid for 20% of a provider in each AEA, amount has remained level since 1989. Pays only a portion of Early Childhood specialist.
- Focus on preschool through 3rd grade but currently more attention is being directed to preschool.
- Department of Education facilitates Network.

**Statewide Early Childhood Initiatives Through
The Department of Education
January 17, 2007**

Program Name	Child Count and Age	Target Audience	Funding Source/Allocation	State Requirements and/or Special Ed. General Supervision Requirements	Data Requirements
Shared Visions Family Support Grants	Children ages 0-3 and their families 1,464 children 0-3 served 131 children on the waiting list	Families with income below 130% of federal poverty level and at-risk factors	State funding \$727,106 (No increase since 1995) 12 Grants, annual state applications 12 Family Support grantees service families in 8 out of 99 counties. Some grantees serve multiple counties. Grantees are located in: Palo Alto, Fayette, Linn, Johnson, Polk, Pottawattamie, Muscatine, Des Moines	State Requirement Staff assistance for the Council shall be provided by the DE [256A.2] Child Development Coordinating Council -Maintain grant awards for the provision of educational support services to parents of at-risk children aged birth through 3 years -Implement goals of a family support program -Develop guidelines for family support programs -Assure family support program educators who have completed a minimum of 30 clock hours of approved family support in-service training -Develop resource directory of parent involvement programs to assist district in planning family support programs	Grantee reporting requirements [281-67.11(279)] -Year-end report to the governor can be accessed on the DE Web site at: http://www.iowa.gov/educate/content/view/635/601/1/1/ Year end report includes: -Demographic information on parents and children served -Qualifying criteria for parents receiving services -Number of contact hours of individual or group sessions with parents -Type of educational support service provided to parents -Where services provided i.e. home, school -How each project goal and objective met, timeline and success rate -Record of expenditures and annual audit -Other information specified by the department to the overall evaluation
Shared Visions: Preschool Programs	2,322 children ages 3-5 (1,575 4 year olds) 1,645 children on a waiting list 109 Preschool grantees (some with more than one site or classroom) service children in 51 out of 99 counties.	Children at-risk factors and below 130% of federal poverty level	State funds 6,887,531 Funding has remained level for 8 years causing a 7% decrease in the number of children served and reductions in staff. Grantees are located in: Dickinson, Worth, Winneshiek, Allamakee, Sioux, Clay, Floyd, Fayette, Cherokee, Buena Vista, Pocahontas, Dubuque, Delaware, Black Hawk, Hardin, Woodbury, Boone, Story, Marshall, Benton, Linn, Jones, Cedar, Scott, Muscatine, Johnson, Iowa, Poweshiek, Polk, Dallas, Pottawattamie, Adair, Madison, Marion, Washington, Louisa, Des Moines, Henry, Wapello, Monroe, Clarke, Union, Adams, Montgomery, Mills, Taylor, Ringgold, Decatur, Wayne, Davis, Lee	State Requirement Staff assistance for the Council shall be provided by the DE [256A.2] Child Development Coordinating Council -Promote the provision of child development services for at-risk 3- to 4- year old children -Establish minimum guidelines for comprehensive early child development services -Biennially, develop an inventory of child development services provided to at-risk 3- to 4-year old children -Make recommendations to the DE, governor, and general assembly regarding appropriate curricula, staff qualifications, training, and investment in child development services -Award grants for programs that provide new or additional child development services to at-risk children -Not more than 5% of any state funds appropriate for child development purposes may be used for administration or evaluation	Grantee reporting requirements [281-64.15(256A & 279)] - Year-end report to the governor can be accessed on the DE Web site at: http://www.iowa.gov/educate/content/view/635/601/1/1/ Year end report includes: -progress toward goals and objectives, expenditures and direct services provided to children -Information on children and families served -Eligibility criteria for child and family participation -Other appropriate information for overall evaluation -Monitor programs self-study and accreditation with National Association of Education of Young Children (NAEYC) http://www.iowa.gov/educate/content/view/635/601/1/1/

Program Name	Child Count and Age	Target Audience	Funding Source/Allocation	State Requirements and/or Special Ed. General Supervision Requirements	Data Requirements
Head Start State Collaboration	Children/Families Served Birth- 5 years	Head Start grantees, Iowa Head Start Association, and other early childhood agencies, councils or organizations.	Federal - \$125,000 (annual award) to the Department of Education	Federal Requirements -Develop and implement Head Start State Collaboration Office 5 year plan -Serve as an information source on Head Start for state agencies and work to integrate partnerships with other state entities -Support state career development efforts and local community models of training partnerships	Monthly update reports to Iowa Head Start Association Iowa Head Start Annual report submitted to DE, Head Start Agencies, Parents, and grantees. http://www.iowa.gov/educate/content/view/634/1016/1/1/
Head Start and Early Head Start	Children 0 through 5 and families 9,462 children 0 through 5 8,986 families 227 pregnant women	Children at 100% of federal poverty level, at-risk, or special needs (up to 10% of total enrollment)	Federal funds \$51,412,029 (FY 05) (annually distributed to local Grantees. May include in-kind county funding of 25% local match for 18 Head Start preschool centers with a home visitation component and/or 13 Early Head Start programs serving families primarily through home visitation)	Federal Requirements -Early Head Start and Head Start Grantees are awarded federal funds specifically targeted to provide comprehensive child development programs that serve low-income birth to 5 children and their families, including pregnant woman -Programs must meet Federal Head Start standards and pass site monitoring review every 3 years -Submit annual report to Region 7 Administration for Children and Families (ACF)	Federal data report sent to ACF

Program Name	Child Count and Age	Target Audience	Funding Source/Allocation	State Requirements and/or Special Ed. General Supervision Requirements	Data Requirements
Community Empowerment School Ready funds	Preschool Tuition Assistance: Children 4 –5 (3 years of age if funds permit) 4,618 children (05-06) Family Support: Families with children prenatal – 5 10,944 families (05-06)	State and local entities provide education, health, and human service programs for young children and their families. Preschool Tuition: Family income at or below 200% of the federal poverty level. However, if all children at or below 200% have been served, a sliding fee scale can be offered to others. Family Support Services: All families with children prenatal to 5	State Funding -Total School Ready Empowerment Fund \$38.4 million distributed through DE 58 Grants <i>Preschool Low-Income Tuition</i> \$10 million - distributed on a formula basis to 58 Community Empowerment Areas. <i>Family Support</i> \$16 million – distributed on a formula basis to 58 Community Empowerment Areas.	State Requirements -The Department of Education Director is a member of Iowa Empowerment Board and a representative is on the State Empowerment Technical Assistance Team to Support the Iowa Empowerment Board and Community Empowerment Areas across Iowa. -The DE team member is responsible for serving as a liaison for the DE, distributing School Ready funds, promoting collaboration at the state and local levels and supporting the implementation of early care, health and education system.	Preschool tuition Data Requirements: Percent of kindergarteners with pre-literacy skills as measured by the Dynamic Indicators of Early Literacy Skills (DIBELS) or other approved measurement -03-04 68% of kindergarteners were proficient in recognizing beginning sounds on DIBELS -04-05 53% of kindergartners were proficient in recognizing beginning sounds on DIBELS Percent of 3- and 4-year old children participating in a preschool program that is NAEYC accredited, meeting Head Start performance standards, or implementing the Iowa Quality Preschool Performance Standards (QPPS) -03-04 18.55% of children received preschool in a quality setting. -04-05 27.17% of children received preschool in a quality setting. Family Support Requirements submitted to Community Empowerment Areas by Providers: -Results submitted by CEAs (no statewide data tabulated) -Percent of parents with increased parent confidence and competence in their parenting abilities -Percent of families with an increase of healthy informal support systems -Percent of families able to enhance the health, growth, and development of their children.

Program Name	Child Count and Age	Target Audience	Funding Source/Allocation	State Requirements and/or Special Ed. General Supervision Requirements	Data Requirements
Community Empowerment Professional Development Funds through the Department of Education	No child data collected, provides professional development system building and training expansion of current initiatives (QPPS Training, Every Child Reads, Early ACCESS Service Coordinator Training) for providers servicing children 0–5.	Early care, health and education providers working with children birth to 5.	State funds through Empowerment Professional Development System Building \$225,000 Quality Preschool Program Standards \$90,600 Every Child Reads \$65,780 Early ACCESS service coordinator training \$56,559	State Requirements Funds to be used for professional development for the system of early care, health and education.	Professional Development System Building – the creation of a blueprint for the implementation of a state wide system of providing comprehensive Early Care, Health and Education professional development; Quality Preschool Program Standards, Every Child Reads, Early ACCESS – number of participants in each group as well as individual performance measures specific to training. <i>Quality Preschool Program Standards (QPPS)</i> http://www.iowa.gov/educate/content/view/681/805/1/1/
Early Childhood Special Education (ECSE)– Part B (Individuals with Disabilities Education Improvement Act)	6,118 children 3 – 5 years of age (10/05) 4 year old 2112 (10/05)	Children 3 – 5 years of age who are eligible for special education	State/Local – \$33.1 million (includes local tax revenue) IDEA Part B 619 (preschool funds only) \$3.6 Million	Note: The following components are part of the Special Education system of services for children 3 to 21 years that is Federal statute -Write and submit for approval, annual Application to OSEP (Part B Application includes policies and assurances all Federal statute will be implemented for children with disabilities ages 3 to 21: post 60 day comments/re-writes) -Write Iowa Rules of Special Education for IDEA-2004: post 60 day comments/re-writes and submittal to the Iowa Legislative Rules Committee for approval -Approve AEAs Application for all policies will be implemented for 3 to 21; assure procedures for implementation -Develop, implement and monitor of Iowa Rules of Special Education with School Improvement Visits -Develop and maintain Web IEP	-618 Data Tables -The State Performance Plan (SPP) for Part B is required to be submitted to OSEP in an Annual Progress Report (APR) which addresses specific indicators including baseline and target data and date that the rigorous and measurable targets will be met. OSEP uses indicator information to make compliance determination and to compare all states to each other. <u>SPP Part B includes ECSE data:</u> -Indicator 6 - Least Restrictive Environment (LRE) – children with special needs are included in a typical setting. Data currently at 42%, target 75% by 2010-2011. -Indicator 7 -Early Childhood Outcomes (ECO) entry point data being collected on achievement in the areas of positive social-emotional skills, acquisition and use of knowledge and skills (including language/communication and early literacy) and use of appropriate behaviors to meet child’s needs. Target will be determined following determination of baseline data. -Indicator 8 Parent involvement data is currently being gathered for baseline determination. Target for 2010-2011 will be reported in 2007 SPP. Uses Information Management System (IMS) to collect data from AEAs for Federal reporting requirements; collect data from IEP, monitor programs and services. Data requirements approved by Operations Governance Committee (OGC) for IMS

Program Name	Child Count and Age	Target Audience	Funding Source/Allocation	State Requirements and/or Special Ed. General Supervision Requirements	Data Requirements
Early ACCESS (EA) Part C (Individuals with Disabilities Education Improvement Act)	2,932 children 0 – 3 on October 20, 2006 (one day count)	Infants and toddlers 0 – 3 with conditions and development delays and their families	Federal \$3,709,329 FY 2006 from IDEA – Part C to Department of Education	<p>Note: Regional Grantees are the 11 AEAs for Part B that support a seamless system of services</p> <ul style="list-style-type: none"> -Write and submit for approval, annual Application to OSEP (Part C Application includes policies and assurances all Federal statutes will be implemented for children with special needs ages birth to 3; post 60 day comments re-writes) -Write Iowa Rules of Special Education for IDEA-2004-Part C; post 60 day comments/re-writes; and submit to Iowa Legislative Rules Committee for approval. -Approve 11 Regional Grantee Annual State Improvement Plans. -Develop, implement and monitor due process -Develop and implement monitoring of Iowa Rules of Early ACCESS for the 11 Regional Grantees; Focus Monitoring site visits (Compile Regional Grantee data, rank data by Grantee, schedule visit, conduct visit, develop report, follow-up for citations) -Maintain annual Quality Service Reviews of the 12 Regional Grantees provision of Early ACCESS -Develop and maintain Web IFSP -Develop and maintain systemic data reporting system across 4 Signatory Agencies of De, DHS, DPS and CHSC. 	<p>618 Data Tables</p> <p>The State Performance Plan (SPP) for Part C is required to be submitted to OSEP in an Annual Progress Report (APR) which addresses specific indicators including baseline and target data and date to when the rigorous and measurable targets will be met. OSEP uses indicator information to make compliance determination and to compare all states to each other.</p> <p><u>SPP Part C includes EA data:</u></p> <ul style="list-style-type: none"> -Indicator C2 – Natural Environments data indicates that in 2004-2005 the baseline was 96% of children received services in the natural environment. The rigorous and measurable target is 96.6% in 2010-2011. Indicator C3 – ECO entry point data currently being collected on achievement in areas of positive social-emotional skills, acquisition and use of knowledge and skills (including language/communication and early literacy) and use of appropriate behaviors to meet child's needs. Indicator C4 – Family Centered Services baseline is currently being gathered and will be reported in the 2007 APR with targets. Indicator C6 baseline data of count of children receiving EA services is 2.1% and the target is to maintain this percentage and when compared to other states will maintain baseline year average data and national data will maintain as –0.12% difference based on baseline year data by 2008-2009. <p>Uses Information Management System (IMS) to collect data from Regional Grantees for Federal reporting requirements; collect data from IFSP; monitor Regional Grantee data for continuous improvement.</p> <p>Data requirements approved by Operations Governance Committee (OGC) for IMS</p>

Program Name	Child Count and Age	Target Audience	Funding Source/Allocation	State Requirements and/or Special Ed. General Supervision Requirements	Data Requirements
Even Start Family Literacy Program	244 low-income families, including 318 children and 257 adults. (05-06) (Birth through 7 years)	Low-income families seeking to increase their education and parenting skills.	Federal Funding \$445,400. (9 programs) All programs have a minimum of 10% local match each year that also must increase each subsequent year.	Federal Requirements -Develop and implement a state plan -Provide year end report	-Adult enrollment, adult literacy progress, progress in parenting education, adult education level, ESL, participation rate -Family participation rate, family demographics, length of enrollment, poverty level, ESL -Parenting hours offered and participation rate -Summer services offered -Early childhood enrollment, age ranges, ESL, program offering per month and participation rate -Child screening and results, ESL, child assessment, level of gain in 5 domains -Progress and attendance in elementary school after Even Start -Staff data on education level -Administration training required for program quality/environment assessment (NAEYC accreditation or ECERS) -Fiscal report, inventory and expenditures
Early Childhood Network	Child data not specifically collected (Preschool through 3 rd grade, current focus is on preschool)	LEAs and community early childhood programs serving children primarily from preschool through 3 rd grade in regular education.	State - \$246,777 (Funding provides portion of an early childhood specialist in each AEA)	State Requirements -AEA early childhood general education specialists assist school districts in developing program plans and providing professional development to assist school districts in meeting other responsibilities in general early childhood education [IAC:279.51]	-No specific data collected -The Network provides technical assistance and professional development to early childhood educators, teachers, school boards, Empowerment boards and principals. http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=641&Itemid=610

IOWA QUALITY PRESCHOOL PROGRAM STANDARDS

Focus Area: Children

PROGRAM STANDARD 1: RELATIONSHIPS - The program promotes positive relationships among all children and adults to encourage each child's sense of individual worth and belonging as part of a community, and to foster each child's ability to contribute as a responsible community member.

PROGRAM STANDARD 2: CURRICULUM - The program implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following domains: aesthetic, cognitive, emotional, language, physical, and social.

PROGRAM STANDARD 3: TEACHING - The program uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child's learning and development in the context of the program's curriculum goals.

PROGRAM STANDARD 4: ASSESSMENT - The program is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children's learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop. Assessment results are used to benefit children by informing sound decisions about children, teaching, and program improvement.

PROGRAM STANDARD 5: HEALTH - The program promotes the nutrition and health of all children and staff and protects them from preventable illness and injury.

Focus Area: Teaching Staff

PROGRAM STANDARD 6: TEACHERS - The program employs and supports a teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development and to support families' diverse needs and interests.

Focus Area: Family and Community Partnerships

PROGRAM STANDARD 7: FAMILIES - The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

PROGRAM STANDARD 8: COMMUNITY PARTNERSHIPS - The program establishes relationships with and uses the resources of the children's communities to support the achievement of program goals.

Focus Area: Leadership and Administration

PROGRAM STANDARD 9: PHYSICAL ENVIRONMENT - The program provides appropriate and well-maintained indoor and outdoor physical environments, including facilities, equipment, and materials, to facilitate child and staff learning and development. To this end, a program structures a safe and healthful environment.

PROGRAM STANDARD 10: LEADERSHIP AND MANAGEMENT - The program effectively implements policies, procedures, and systems in support of stable staff and strong personnel, fiscal, and program management so that all children, families and staff have high-quality experiences.

*Note: Each of the Program Standards has criteria adapted from NAEYC that indicate that the program standard is being achieved.